



# The Roman Empire

**Grade Level/s:**  
7

**Subject/s:**  
Technologies, History

**Type:**  
Unit Plan

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## The Roman Empire

The activity is designed to look at how the Roman Empire developed from a regional alliance between local villages to a sprawling empire that covered most of Europe. Students discover how a combination of trade and conquest were used to spread Roman influence across neighbouring lands and to give a new meaning to the saying, "All roads lead to Rome", as trade links began returning goods to the city of Rome.

### Single Lesson Plan

#### Discover the importance of amphorae

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**Task:**  
Task 1 Researching  
Amphorae

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**Activity:**  
Research information to do with amphorae, what they were used for and how they were made. Students need to be able to answer the following questions: What were amphorae made from? How was the inside of an amphora sealed? What were the stamps on an amphora used to show? How big was the largest amphora? What was the standard size of an amphora? They need to look at examples to get a clear idea of what they looked like.

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**Resources:**  
Internet access to the website  
[en.wikipedia.org/wiki/Amphora](https://en.wikipedia.org/wiki/Amphora)

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Task 2 Creating an  
Amphora Design (60  
minutes)

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Using the information that they have discovered about amphorae, students need to use pencil and paper to create an amphora design. The design needs to show three views - top, front and side. Designs need to include annotations about sizes and fabrication or design ideas.

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Pencil and paper.

Task 3 Peer Feedback (15 minutes)	Students seek peer feedback about their design from a critical friend within the class. The critical friend needs to comment about what they like about the design and what they believe could be improved. This feedback needs to be provided in writing.	Critical friend.
Task 4 Redesigning Their Amphora (45 minutes)	Based on the peer feedback that has been provided to them, students create a second design that incorporates the suggestions that were made. They can choose not to act on the feedback, however they need to document why they have chosen to do this. The new designs need to again have annotations and include possible manufacture or printing ideas.	.Pencil, paper and written feedback from their critical friend.
Task 5 Design Approval (5-10 minutes)	Students book an appointment with their teacher to go through a design approval process. At this meeting, students should have their original design, their written peer feedback and their new design that has been modified based on the feedback. Approval to progress the design will be based on it meeting the set design criteria plus evidence that they have taken note of the feedback they have received. If this is evident, students will be given approval to progress their design to the 3D design stage using Makers Empire.	Initial design, peer feedback, new modified design
Task 6 3D Design Process (135-180 minutes)	Using their modified design, students go about using the Makers Empire software to create their design as a 3D design incorporating their ideas. Choice of tool could be left to the students, however "Blocker" would probably be a better design tool for this task.	Computer, internet access, Makers Empire Program.
Task 7 Printing of Designs	Depending on the size of the class, it may be necessary to conduct a selection process to identify which designs will go on to be printed. This could be done using peers, staff or parents, however the decision needs to be based on how well the design meets the set criteria. For a smaller group, it may be just as simple to print each student's design.	Images of the student designs, an independent judging panel, 3D printer.

#### Downloadable files



Learning\_Design\_six\_steps\_horizontal\_worksheet\_blank.docx

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## Curriculum

### South Australian TfEL:

- 4.4 communicate learning in multiple modes
- 4.1 build on learners' understandings
- 3.4 promote dialogue as a means of learning
- 3.2 foster deep understanding and skilful action
- 2.2 build a community of learners
- 2.1 develop democratic relationships

### Australian Curriculum:

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/5c8f689a-c095-4ff2-a866-9e4600a316df>)

Creating An Audio Visual Presentation, Using Ict, To Recreate And Show The Specific Features Of An Ancient Battle, Temple, Pyramid Complex Or Burial Site (ELBH341)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/442a9002-c95a-437f-8541-9e4600a316df>)

Defining And Using Terms Such As Bc (Before Christ), Ad (Anno Domini), Bce (Before Common Era), And Ce (Common Era); Prehistory (Before The Period Of Textual Recording) And History (The Period Beginning With Named Individuals And Textual Recording) (ELBH789)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/2a1aa045-da1a-4011-a3e1-9fb900e58f04>)

Reading Accounts Of Contacts Between Rome And Asian Societies In The Ancient Period (For Example The Visit Of Chinese And Indian Envoys To Rome In The Time Of Augustus, As Described By The Roman Historian Florus) (DELBH193)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ee5a11f6-517c-44a0-878e-9e4600a316e4>)

Describing The Furthest Extent Of The Roman Empire And The Influence Of Foreign Cults On Roman Religious Beliefs And Practices (For Example The Pantheon Of Gods (Greece), Isis (Egypt) And Mithras (Persia) (DELBH028)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d68e61bd-3017-4e4d-8463-9e4600a316e4>)

Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs (ACDSEH040)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/48eb08e5-d97f-41ab-9061-9e4600a316e4>)

Producing Annotated Concept Sketches And Drawings, Using: Technical Terms, Scale, Symbols, Pictorial And Aerial Views To Draw Environments; Production Drawings, Orthogonal Drawings; Patterns And Templates To Explain Design Ideas (ELBT373)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/244267a7-6b19-4d78-99d9-43bf3994de40>)

Developing Models, Prototypes Or Samples Using A Range Of Materials, Tools And Equipment To Test The Functionality Of Ideas (ELBT178)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/13803ff3-296b-4d8d-8e87-a82b84625f90>)

Considering Which Ideas To Further Explore And Investigating The Benefits And Drawbacks Of Ideas, For Example Using Digital Polling To Capture The Views Of Different Groups In The Community (ELBT129)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/99f61661-4351-4acc-bafa-c1868bb03c90>)

Using A Variety Of Critical And Creative Thinking Strategies Such As Brainstorming, Sketching, 3 D Modelling And Experimenting To Generate Innovative Design Ideas (ELBT339)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/c8bb944c-887b-4c02-9429-543dc9d3b4c8>)